SW/PSY 226.60 (On line) Biological Basis of Behavior

Course Information

Course: SW/PSY 226.60 & 61 [online] Biological Basis of Behavior
Semester: Fall 2022
Credits: 3

Instructor Information

Instructor: Marte White, LCSW
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Office: Harbor Center, Coeur D Alene

Office Hours: By appointment

Program's Mission Statement:

The mission of the Social Work program at Lewis-Clark State College is to prepare students for entry-level generalist practice within their chosen community. Our program is dedicated to meeting students' needs by providing in-person and online delivery options to promote success for all students. We are committed to the preparation of professional Social Workers by enhancing cognitive and affective processes, and instilling knowledge, skills, and values to serve the needs of individuals, families, groups, communities, and organizations.

The Program relies on a liberal arts foundation and draws on person-in-environment, ecological, and strengths-based perspectives. Through courses, field education, and student service activities the program prepares graduates to:

- Provide competent services to promote social, economic, and environmental justice and advocate for human rights.
- Acknowledge the importance of human relationships and value the dignity and worth of the person.
- Practice respectfully with diverse populations, using a range of prevention and intervention methods, understanding the importance of enhancing the quality of life for all persons, locally and globally.
- Practice from a set of ethical principles inherent to the Social Work profession, including the recognition that professional development is a life-long learning process.

- Practice with integrity as professional Social Workers.
- Engage in meaningful scientific inquiry, practice-informed research, and research-informed practice.

(Revised March 2022)

Course Introduction and Overview

Course Description

This course is designed to introduce students to the field of neuroscience that is variously referred to as physiological psychology, biopsychology, behavioral biology, or behavioral neuroscience. The focus of this course is to increase your understanding of the relationships between the central nervous system processes and human behavior. This course is cross listed in Social Work and Psychology, don't let content that is specific to social work students confused you, if you have questions about anything just ask.

Purpose of the Course in the Curriculum

Social Work or Psychology 226- Traditional schools of social work and psychology (i.e. psychodynamic, behaviorism, and social learning theories) directed very little attention to the connection between human behavior and neurological processes. Since the late 1980's in conjunction with advancements in neuropsychology, electrophysiology, and neuroimaging technologies, research has expanded dramatically demonstrating the connection between neuroanatomy, normative human behavior patterns, and social dysfunction. The purpose of this course in the psychology and social work curriculum is to provide a fundamental understanding of the biological processes and the impact of these processes on human behavior within the context of the social environment.

GENERAL COURSE OBJECTIVES

- By the end of the course, students will be able to…
- Identify the basic structures and functions of the human nervous system and their impact on human behavior and social function.
- Identify the impact of basic pharmacology on the functions of the nervous system.
- Demonstrate knowledge of the effects of complex trauma on the brain. Articulate the role of neuroplasticity and the brain.
- Demonstrate knowledge of the interaction of the nervous system in emotional regulation, learning, and memory.

- Identify the processes and functions of sleep and its impact on social functioning.
- Demonstrate knowledge of the function of hormones in sexual development and human behavior.
- Demonstrate knowledge regarding the role of biological processes in psychopathology and social dysfunction.
- Discuss the ethical considerations of acquiring and maintaining knowledge of the biological processes affecting human behavior in order to enhance the assessment and interventions social work can offer.

2015 EPAS COMPETENCIES AND PRACTICE BEHAVIORS
(Social Work Students only) Educational Policy 2.1: Core Competencies Definition

The Council on Social Work Educations sets educational standards for all accredited social work programs. The **2015 EDUCATIONAL AND POLICY ACCREDITATION STANDARD (EPAS)** establishes 9 Core Competencies and 41 Practice Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. Professional Social Work Education is competency-based education.

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations and communities. As a result of the focus on competency based education, the LCSC faculty has identified across the curriculum where Core Competencies and Practice Behaviors are addressed. The following are the nine competencies that are identified by the CSWE and examples of practice behaviors that correspond with each. While not all of these practice behaviors are measured in this course, the knowledge, skills, and values required to perform them are introduced and/or reinforced. The competencies and how they will be assessed are highlighted in please see EPAS Core

[Competencies](#) full URL:
https://lcsc.instructure.com/courses/7897/files/350239/download?wrap=1

TEXT AND OTHER REQUIRMETS

Required text

- Watson, N. V., & Breedlove, S. M. (2019). *The mind's machine: Foundations of brain and behavior (4th ed.)*. Sunderland, MA: Sinauer.
- American Psychological Association. (2021). *Publication manual of the American Psychological Association.* (7th Ed.). Washington, D.C.: APA.
- Other readings as assigned in class.

Technology Requirements

Because this is an online course, you are expected to have access to: a computer, Microsoft office, web camera, internet. You should have minimum technical skill such as word processing software, save as, Word files, PDF, scanning a document, etc.). Canvas works best with Chrome as a search engine. There may be things that your instructor can help you with but if you need help beyond instructor abilities you will be referred to The Canvas Support Hotline: 866-691-2781. [Canvas Support Hotline](#) Full URL: (https://lcsc.instructure.com[/](#) 866-691-2781. Beyond that you will want to be sure that you are able to access a computer with a webcam, Microsoft office.

Course Policies and Classroom Expectations
Class Format

This is an on-line course and formal attendance is not taken, however you are assessed for your participation when you engage with your peers in discussion board feedback. Social Work students are evaluated on their personal and professional behavior or conduct as described in the [LCSC BSW Student Handbook](#) Full URL: https://www.lcsc.edu/media/4611/student-handbook.pdf . Please refer to the handbook for further clarification. There will be times during this course when prejudicial attitudes and discriminatory practices are -3- examined in order to increase our awareness of issues that can influence our assessments and interventions. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives. Students are expected to be respectful of the opinions of others and willing to practice civil discourse—in fact,

discussions that allow us to disagree and enjoy the mind-expanding beauty of respectful debate is encouraged. The teaching approach in this class will be collaborative learning. Materials in the course will be presented through discussion, lectures, group work, and media presentations. Students will be responsible for all materials presented in Canvas. Assigned readings and topics for the day are outlined in the weekly modules.

Attendance/Participation

Given that this is an online course typical attendance expectation does not apply. You will however be expected to participate fully in discussion boards, these assigned forums are used to assess your participation and engagement. Students are expected to conduct themselves as professionals in relation to any class session or assignments. **Please do not upload any external content that has not been approved by your professor, additionally it is the responsibility of the professor to guide students, thus please refrain from editorializing other students writing.** Finally, while some assignments could be accepted as late or re-opened for some reason, the discussion board is not one of those assignments.

Shared Client and Agency Information

In the online classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated if clients could be identified and that this information is to be held in confidence within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

Academic Honesty and Plagiarism

The College expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an "F" grade for the course. The following acts of academic dishonesty are not acceptable:

- Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).

- Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- Plagiarism: representing the words or ideas of another as one's own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source). This includes submitting papers that you have written in previous classes for grading purposes.
- Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).
- Professional Writing Standards
- All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (7th Ed.). Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.
- As professionals you are often judged based upon the quality of your written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone. All work must be completed in 12 fonts, preferably Times New Romans style or a similarly readable style. **Note:** The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

Late Papers

Late papers will not be accepted unless arrangements have been made with the Professor at least 48 hours in advance of the deadline. Requests for extensions should be submitted in writing via e-mail. Submitting a request for an extension does not guarantee an extension. I will review each request on a case by case

basis. Requests for extensions should only be made in extenuating circumstances. All assignments must be completed in order to pass this course. If you do not communicate with your professor before the paper is due that you need extra time, your paper will be scored as late.

Rewrites

Students begin the research paper process with a formulated template and a draft. The draft will be reviewed and scored. You will be expected to use the detailed feedback and edit your paper for a final submission. Traditional rewrites are not an option in this class. When you submit your draft, it will be reviewed for meeting the minimum criteria (see template). If the paper does not meet the minimum criteria, it will be returned to you with a place holding score of 25 points; additionally, if you receive have a score that is less than a D you will also be given a place holding score of 25 points and in both cases, you will be asked to rewrite the paper so that it meets the minimum criteria. If you have any questions regarding the assignment, please do not hesitate to out to your professor. As most of the assignments are given on the first day of class and because sufficient time is given, it is expected that quality work is submitted.

Criteria for Assignments

Assignments must be submitted on or before the dates on the calendar unless otherwise arranged and approved by the instructor. Please see assignment modules for more detailed instruction, rubrics and any applicable templates.

Tests and assignments are due by Sundays at 11:59 pm, on the dates listed in Canvas or as scheduled by the instructor of this course. If due to extreme extenuating circumstances, the student is unable to turn in an assignment on time, the student must contact the instructor to complete a Contract for Adjusted Assignment Due Date prior to the due date. This will result in an automatic 10% grade reduction for that assignment.

Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of "I" may be assigned only in cases of illness, accident, or other catastrophic occurrences beyond the student's control. It is the responsibility of the students to request an incomplete grade from the instructor before the end of the term. All work must be completed by the deadline specified by the instructor; otherwise the required work will be receiving a grade of "F."

GRADES

Scoring for this class are in alignment with the LC State Grading Scale full URL: (https://lcsc.instructure.com/courses/7897/pages/course-overview)

Course GPA (Social Work Students only)

Social work majors must achieve a C+ or better in this required social work course. In the event that a student does not achieve a C+ or better in this course, he/she/they will be required to retake it. Additionally, students must maintain an overall GPA of 2.5 in LCSC and transfer credits and a 2.7 cumulative GPA in all social work courses.

Challenging a Grade

Students who wish to challenge a grade must do so in writing within one week of receiving a grade. I will consider your request and determine whether to review your grade. If I choose to review your grade, I will review your assignment in full and may adjust your grade up or down.

Course Assignments and Point Values

Course Assignment and quiz dates schedule can be found in Canvas under the syllabus tab

ASSIGNMENT DESCRIPTIONS

Detailed assignment criterial, due dates and point values are listed under the assignment folder in Canvas. A tentative schedule of assignment due dates can be found in Canvas with the syllabus. In general, the following should give you a sense of what to expect this semester:

Discussion Boards (DB) Various Dates- up to 20 points each). See Canvas Assignments Discussion Boards. **Up to 20; for a total of 100 points.** A discussion board is much like a classroom conversation. When it closes, it is as if each of you have left the room and the conversation is completed. What this means is that once the DB is closed it is closed. There will be 8 Discussion Boards over the course of the semester. You are expected to respond to the prompt in a professional manner with information that is situated in the sources/research that you are using over the quarter. Your first response is worth up to 10 points. You are then expected to respond to at least one peer unless otherwise noted in the DB criteria. APA is required for your original response unless otherwise indicated.

Quizzes/Tests and Final Exam (see Assignment and Quiz/Test Schedule in Canvas) Please see the Quizzes and Tests folder in Canvas for a schedule of dates and point values quiz and test point values. There will be 4 quizzes for up to 25 points each and 2 tests that will be worth up to 150 points. Test # 2 will constitute your final exam. Quizzes and test will be open for one week. You will have two attempts if you are not happy with a first attempt score. Once these assessments are closed, they are closed. The quizzes and test schedule can be found in the assignments folder of Canvas. If you need accommodation for testing purposes please let me know.

Research Paper (Topic Paper 25 points; Draft 150 points; Final 200 points) Early on in the semester students will decide on a paper topic and will identify the topic as well as the resources that will be used for conducting research and writing the paper.

There will be a total of two (2) iterations of your research paper. The draft will be your first attempt at discussing the course concepts and linking them to some form of psychopathology or neurological disorder; possible topics include: ACE, Depression, ADHD, Anxiety Disorders, Sleep Disorders, Schizophrenia, Bipolar Disorder, Strokes, MS, Alzheimer's, Dementia, Chronic Pain, Fetal Alcohol Syndrome, and Addiction. (For other topics check with the instructor.) and the contemporary approaches to understanding the brain (why is it relevant to whatever field of practice you are in) and address ethical practices as it relates to

the disorder you have chosen studies of the brain and behavior as it relates to your profession and implications for practice [see assignment criteria in the assignments folder]. The final paper- with all of the feedback that I will provide-finalize your draft. See the assignment criteria in Canvas for more details, templates and scoring rubrics.

Sleep Log and Professional Recommendations Report (100 points)
This is a two-part assignment. Students will be required to keep a sleep log for one week. With the data gathered, students are required to write a sleep assessment summary and professional recommendations paper incorporating the science that informs best practice interventions for restorative sleep and interventions for good sleep hygiene. The paper will be uploaded on Canvas; and should have the log attached. See assignment criteria in Canvas for more details, templates and scoring rubrics.

Additional Information

Students pursuing acceptance into the Social Work Program at Lewis-Clark State College will need to be core complete and have taken SW140 and SW241 before they apply to the program. Students will not be allowed to register for any course above SW400 without program admission.

The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances.

Research Expectations for this course

Unless otherwise stated, students are expected to respond to discussions and written work that is linked to peer reviewed research and is supported by evidence. This is the core to evidence based: understanding, informed decision making and interventions. Students will demonstrate critical thinking about the issue and discussion points and prompts. Unless otherwise stated students are expected to use a **minimum of 5 peer reviewed academic articles, in addition to the text,   Students are limited to 1 on line** (website) reference such as the: Center for Disease Control and Prevention https://www.cdc.gov/; World Health Organization https://www.who.int/; National Institutes of Health https://www.nih.gov/;

Papers citing internet sites such as "Wikipedia", twitter, non-peer reviewed reference, op eds, book reports, undated material will not be accepted for assignments and will be returned to the student without a grade.

Extra Credit

There is no extra credit planned for this course.

*Indicates subject to change-

SOCIAL and ECONOMICAL JUSTICE

Lewis-Clark State College's Statement of Inclusion

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being. These guidelines are consent with the NASW Code of Ethics, social workers should strive to:

- Eliminate personal and institutional discrimination,
- Ensure access to needed resources and opportunities for all persons,
- Expand options and opportunities for everyone, but especially for persons who are   disadvantaged or disenfranchised,
- Respect cultural diversity in society,
- Advocate changes that improve social conditions and promote social justice,
- Encourage participation in the democratic process, and
- Encourage people to develop their own voice.
- *Please visit web page for more information on LC State's commitment to diversity home page* LCSC Diversity full URL: https://www.lcsc.edu/diversity

Accessibility Services

Students with a documented disability may be eligible for reasonable accommodations. Please contact me in the first week of class in order to plan for the semester. In compliance with the Americans with Disabilities Act of 1990 and Section 504/508 of the Rehabilitation Act of 1973, Lewis-Clark State College provides accommodations to eligible students who experience barriers in the educational setting due to learning, emotional / mental, physical, visual, or hearing disabilities. Students with a disabling condition seeking an academic accommodation must contact the LCSC Disability Services office.

Accessibility Services is located in the LCSC Library, Room 161. Call (208) 792-2677 for more information about the process for accommodation. The Accessibility Services Coordinator will inform faculty of specific classroom and course accommodations consistent with ADA guidelines. Please inform the instructor during the first week of class regarding any reasonable accommodations you require to successfully complete this course. Students requesting accommodations must contact the Center for Educational Access at the beginning of each semester. For more information here is the link to AS homepage: LCSC Accessibility Services
 Full URL: (https://www.lcsc.edu/accessibility-services.